

Primary PE & Sport Premium Funding

In the 2017-18 academic year all schools with 17 or more eligible pupils will received £16,000 plus £10 per primary aged pupil in the form of PE and Sport Premium funding. Schools must use this funding to make **additional** and **sustainable** improvements to the quality of PE and school sport they offer. This document forms part of our statutory reporting whereby we must publish details of how the Primary PE and Sport Premium funding is spent and the effect this has had on pupils' PE and sport participation and attainment.

In partnership with the other Seaton Valley first and middle schools in 2017 -18 Seaton Delaval First School used our allocation of **£17,350** of PE and sport premium funding to deliver the vision for PE and sport in Seaton Valley.

Vision for PE and Sport in Seaton Valley

- PE and sport at the heart of school life, raising achievement for all young people.
- High quality PE as a universal entitlement of all pupils which promotes the development of healthy active lifestyles and competitive school sport.

This vision is to be achieved through 5 key work strands

5 Key Work Strands

1. Physical education
2. School sport and competition
3. Healthy, active lifestyles
4. Overall achievement
5. Management, administration and reporting

Breakdown of Expenditure

- SLA with Astley Community High School - £10,820
 - Management and administration
 - Curriculum support and resources
 - Developing intra and inter school competition
 - Extra-curricular coaching
 - Festivals of sport
 - Transport to sports events
 - Playground leaders training
 - Yoga / Relaxation programme
- Playground improvements, PE equipment and resources - £6,530



WORKSTRAND 1: Physical Education

Aims: A high quality physical education programme focussing on developing physical literacy. Professional development opportunities to improve the capacity of teachers / practitioners. Support for the most and least able pupils.

Action: Curriculum Support. A specialist PE teacher supported the KS1 class teachers with the delivery of dance, with a combination of observed lessons and team teaching over a half term.

Impact: Pupils developed their fundamental movement and dance skills. Pupils demonstrated an improvement in balance and co-ordination and were able to perform dances using simple movement patterns **Pupils are more confident in PE, and enjoy movement. They are now more likely to engage in other school sport / physical activity opportunities.**

Evidence: Teacher feedback. Pupil assessment data. Pupil feedback.

Impact: **External teachers and coaches have been a positive role model for pupils. Pupils have been motivated to raise and achieve their aspirations. Pupils have developed a love of sport and are more likely to develop life long participation.**

Evidence: Teacher feedback. Pupil feedback.

Impact: As a result of building skills and confidence, **teachers are more able to deliver high quality PE and school sport.**

Evidence: Teacher feedback. Lesson observations following the curriculum support demonstrate high quality teaching and learning.

Action: Curriculum Support. KS1 pupils participated in the Premier League Primary Stars Programme. Qualified coaches supported learning developing agility, balance and co-ordination; providing professional development and continuing support for the class teachers.

Impact: Pupils' physical literacy improved. **Increase in pupils' participation, enjoyment and skill level. Enhanced life skills including communication, team work, fair play and leadership.**

Evidence: Teacher feedback. **Week on week improvement in pupils' skill challenge scores .**

Action: Specialist community golf, cricket and tennis coaches taught KS2 pupils; introducing them to the sports and developing the skills involved. Teams were then selected to participate in the School Games level 2 competitions.

Impact: Pupils have developed their understanding of how to improve their skills and are able to evaluate and recognise their own success. **Seaton Delaval First school uses sports coaches to support school sport delivery which compliments School Games provision.** Increase in the number of active links with local community sports clubs.

Evidence: School Games Mark Silver Award. Pupil, coach and teacher feedback. Pupil assessment data. Club feedback.

Impact: **External teachers and coaches have been a positive role model for pupils. Pupils have been motivated to raise and achieve their aspirations. Pupils have developed a love of sport and are more likely to develop life long participation.**

Evidence: Teacher feedback. Pupil feedback. Evaluation forms.

Sustainability: Curriculum resources have been developed which can be used in future years. Increased staff confidence and skill level in delivering PE will be maintained. Equipment is available and will not need replacing for some time.

WORKSTRAND 2: School Sport and Competition

Aims: A broad range of sports and activities offered to all pupils. A programme offering regular club participation opportunities where pupils can learn about specific sports, receive age appropriate coaching and improve their skills. Increased participation in competitive sport.

Impact: Pupils had fun in a school sport setting. **Some pupils who have never previously attended sports clubs either at school or in the community were engaged.** Increase in the number of children regularly participating in school sport.

Evidence: Club registers and tracking info. Pupil feedback.

Impact: Pupils have been exposed to a broader range of activities and have an improved understanding of the skills required to be successful. Physical literacy improved which had a positive impact on achievement within PE lessons.

Evidence: Teacher feedback. School Games Mark Silver Award.

Action: Weekly OSHL sports clubs have been provided free of charge to pupils, led by specialist coaches throughout the school year. A broad range of activities were offered including football, dance, archery, golf and multi skills. Pupils were able to practice and improve their skills, and experience competition in a variety of formats.

Impact: Pupils' self confidence improved. Pupils enjoyed taking part in these activities and experienced a 'feel good factor'.

Evidence: Pupil feedback.

Action: Significant improvements have been made to the playground. This has included the resurfacing of the MUGA. The result being that a much bigger area is available and safe for children to access.

Impact: There has been an increase in the number of children who are physically active at playtimes. Pupils are safer whilst being active outdoors..

Evidence: Teacher feedback. Playground improvements are visible.

Action: PE equipment has been purchased so that the range of activities offered within the curriculum could be expanded. Each Key Stage now has age and ability appropriate equipment. Any unsafe equipment has been removed. Equipment is available for PE, OSHL clubs and lunchtime activity. PE equipment is now stored safely, and effectively.

Impact: The quality of PE and school sport has improved. Pupils have access to a broader range of activities. Less time is wasted at the start of each lesson sourcing equipment. Lesson safety has improved

Evidence: Teacher feedback.

Action: PE and sport premium funding has been used to provide pupils with access to competitive sporting events and to make links with community sports clubs. All Y4 pupils participated in the level 2 School Games golf competition, linked with Arcot Hall Golf Club.

Impact: Increase in the number of pupils participating in inter school competition. Pupils know where they can participate in sport beyond school. They are signposted and supported to engage with community sports providers. Pupils have an improved understanding of the skills required to be successful. Pupils were exposed to children from other schools and developed confidence and communication skills in working together.

Evidence: School Games Mark Silver Award. Competition entries. Teacher and pupil feedback.

Sustainability: The playground improvements are a one off cost, and as such are sustainable. Access to School Games is sustainable as this is a free offer to schools. A culture of extra-curricular sport has been developed. It is now normal for pupils to remain at school beyond the normal school day. The cost of providing these activities would have to come out of the main school budget, or more likely be passed on to parents.

WORKSTRAND 3: Healthy, Active Lifestyles

Aims: A range of appealing opportunities for physical activity which focus on enjoyment and promote wider health and well-being messages. The engagement of all pupils in regular physical activity (aiming for at least 30 minutes a day in school).

Action: All pupils participated in a HoopStarz Day. Pupils learned new skills and tricks and were able to interact, work with and compete their peers. Pupils were also set 'personal best' challenges, were encouraged to set goals and motivated to achieve them. HulaHooping was used as an example of a fun and easy way to be physically active.

Impact: Pupils understand the importance of daily physical activity as part of a health lifestyle. **All pupils have the opportunity to achieve 30 minutes of daily physical activity within the school day.** Pupils are more active

Evidence: When asked, pupils are able to articulate the importance of daily physical activity. Active school planner evidences opportunities for physical activity across the school day.

Impact: Pupils' communication skills were developed through working with children from other schools. **Pupils aspirations have been raised** both by enjoying a new experience and learning that with perseverance they can achieve their goals. **Team work skills were developed.**

Impact: Pupils' enthusiasm for playground activity has been reignited and **levels of physical activity within the school day have increased** as a result.

Evidence: Play leaders have noted an increase in the number of children being active on the school yard. Teacher feedback; Pupil Feedback "it was fun and keeps you fit, I want to do it everyday".

Evidence: Teacher feedback. "Working together, it increased team working skills". Coach and pupil feedback.

Action: All staff (and pupils) participated in a skipping day, led by external coaches. They were able to practice individual and group skills and see how to plan sessions for progression and pupil enjoyment. This launched ongoing playground activity, where playground leaders set up and facilitate a variety of playground games every day. All pupils have been taught about the importance of physical activity.

Impact: Incidents of poor / disruptive behaviour at lunchtimes have decreased. Fewer children are inactive. **Fewer children report being left out or having no-one to play with.**

Evidence: Lunchtime supervisor feedback. Behaviour log. Pupil feedback. School Games Mark Silver Award.

Action: All pupils participated in a 'Relax' day led by a specialist instructor. This included action songs and yoga stories through which pupils learned yoga positions and relaxation techniques.

Impact: Children have learned how to relax and combat stress. **Teachers have commented that pupils were calmer after the sessions and more productive on return to the classroom.** Teachers have developed their expertise and confidence in leading this type activities and have put this into practice within lessons.

Evidence: Teacher feedback and evaluation forms. Coach and pupil feedback.

Impact: The children thoroughly enjoyed the day. They engaged well and **improved their listening skills and ability to follow instructions.** Yoga skill level improved across all abilities (flexibility, core strength and balance). This programme engaged both the least active pupils and those who struggle to engage fully in PE lessons.

Impact: Coach and teacher feedback and evaluation forms.

Sustainability: The hoopstarz festival is sustainable through continued partnership working with ACHS. Resources have been developed which can be used in future years to deliver leadership training and the playground festival. Increased staff confidence and skill level in delivering PE will be maintained.

WORKSTRAND 4: Overall Achievement

Aims: The profile of PE and sport being raised across the school as a tool for whole school improvement. Use sport and physical activity to promote pupils' social moral and cultural development.

Impact: Playground leaders have been able to resolve conflict on the playground. They are able to recognise right from wrong and have applied the playground rules fairly. **This has contributed to their knowledge and understanding of British Values.**

Evidence: Teacher feedback. Lunch time supervisor feedback. Behaviour log. Reduction in the number of incidences of poor behaviour on the playground. Teachers have commented that they are able to start lessons promptly after lunch and don't waste time dealing with the consequences of lunchtime behaviour.

Action: Selected pupils in Y4 received training and support to become playground leaders. This covered: The qualities of a good leader; benefits of participating in physical activity (physical and social); how to plan and deliver playground activities; how to ensure safety, and how to support their peers. Playground leaders planned and delivered a playground festival for KS 1 pupils and now deliver daily activity. Pupils have created a rota and have assigned roles and responsibilities.

Impact: Pupils have developed their social skills and have applied these in different contexts e.g. working and socialising with other pupils including those from different religious, ethnic and socio-economic backgrounds. This has **contributed to their social, moral and cultural development.**

Impact: Pupils have developed **their leadership, communication and organisational skills.** They have demonstrated an understanding of the importance of being committed to a role and fulfilling their responsibilities for the benefit of the whole school community.

Evidence: Teacher feedback. Pupil feedback. Playground leader rotas. Pupil feedback "it was amazing and very helpful".

Evidence: School Games Mark Silver Award. Staff and pupil feedback and evaluation forms.

Action: In the summer term, Y3 pupils had their first experience of play leadership, with specialist training. Pupils learned about the qualities of a good leader and developed the basic leadership skills needed to lead fun activities during play times. This culminated in leading a short session to their peers in Y1 and Y2 and will be followed up with further training in the autumn term.

Impact: Pupils understand the **importance of physical activity for health and well-being, and are aware of the other benefits of participation.** Improved leadership skills e.g. communication, co-operation. All KS2 pupils provided with the opportunity to 'learn to lead'. Maintained the high percentage of pupils involved in leading School Games activity.

Action: Seaton Delaval First School applied for the School Games Mark and were awarded the Silver level. This highly prestigious award reflects the importance placed on PE and sport, as well as the hard work of pupils and staff. To achieve Silver, schools must demonstrate a commitment to developing PE, sport and competition within school and the community. It also focuses on the number of children participating in 2 hours of PE every week as well as regular extra curricular sporting activities regardless of ability.

Impact: The profile of PE and School Sport has been raised.

Impact: School Games Mark Silver Award.

Sustainability: Daily physical activity opportunities are sustainable through developing the role of playground leaders.

WORKSTRAND 5: Management, Administration and Reporting

Aims: Schools supported to invest their PE and sport premium funding to obtain maximum benefit to curriculum PE, school sport and physical activity; their pupils and staff.

Impact: Seaton Delaval First School has a clear vision of the additional and sustainable improvements we are aiming to achieve with PE and sport premium funding. There is a detailed delivery package to achieve these improvements. Seaton Delaval First School are strategically planning for ongoing use of PE and sport premium funding focusing this on achieving 30 minutes of daily physical activity for all pupils. As a result, **pupils at the school both now and in the future are benefitting from the PE and sport premium**

Evidence: PE and sport premium funding statement and impact document published on school website.

Action: Astley Community High School have utilised 'community powers' to create a separate budget for the purposes of operating and managing Primary PE and Sports activities on behalf of the two Seaton Valley Federation Middle Schools and the five first schools within the wider Seaton Valley Partnership. School Sport Partnership Manager has designed a bespoke package of delivery and support for each school to best meet individual school needs and objectives.

Action: School Sport Partnership Manager has provided a PE and sport premium funding statement and impact report to publish on the school website, fulfilling all statutory requirements.

Impact: Seaton Delaval First School is meeting our statutory requirement to publish details of the amount of PE and sport premium funding received, a breakdown of how this will be spent, the effect this has on pupils' PE and sport participation and attainment, and how these

Evidence: PE and sport premium funding statement and impact document published on school website.

Action: School Sport Partnership Manager has undertaken recruitment, management and vetting of appropriately qualified staff to deliver programmes aimed at achieving the vision for PE and sport in Seaton Valley. School Sport Partnership Manager has commenced quality assurance of staff and programmes being delivered in Partnership Schools.

Impact: Recruiting staff centrally has achieved better value for money and a broader range of coaches and programmes being accessed. **The quality of delivery and therefore the quality of pupils experiences have improved.**

Evidence: PE and sport premium funding statement and impact document published on school website. External Partner agreements, safeguarding records, schools checklists. **School Games Mark Silver Award.**

Sustainability: The activities of Seaton Valley Sports Partnership are focused on using the PE and Sport Premium wherever possible to create sustainable improvements in PE and School Sport across Seaton Valley:

- Upskilling Staff - opportunities to develop staff skills, knowledge and confidence
- Community Links - creating meaningful links between the schools and community clubs, where coaches deliver in schools, or children are taken to the club for School Games competitions
- Health & Well-Being - the development of Sports Leaders, skipping and hula-hooping have increased physical activity in school playgrounds. Schools have the resources necessary, with teachers able to deliver these programmes, creating sustainability for the future
- Partnership working - 8 schools work together, networking and sharing to help the Seaton Valley Sports Partnership programme. Working with Astley High School, creating a sustainable network of support for the schools.